



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

101 W. 25th Street, Tucson, AZ 85713

Tucson Unified District

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing
2004-05 Performing
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Not Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

School Overview

Principal/Administrator : Mrs. Heidi Aranda
Schedule : 07:30 AM to 04:30 PM
Grades : Pre-K-6
Web Address :
Phone Number : (520) 225-2400
Fax Number : (520) 225-2401
E-mail : heidi.aranda@tusd.k12.az.us

Mission

Ochoa School Vision: Ochoa is a community that comes together for children--committed to providing a trusting, challenging and enriching environment where everyone experiences success.

School / Academic Goals

- ü To improve student achievement as measured by AIMS: By creating a 2-hour block of instruction for literacy and a 60 minute block for math, as well as providing one-half hour of tutoring to the neediest students.
- ü To improve student achievement by teaching with the PLAN-DO-CHECK-ACT Model. This model follows an eight-step process that is data driven and it includes tutorials, enrichment and maintenance of the identified Arizona State standards.
- ü To increase student achievement in literacy by integrating reading and writing in the content areas.
- ü To monitor student achievement through biweekly progress monitoring for reading and quarterly benchmark assessments in mathematics.

Enrollment

October 1, 2005 School Year Student Enrollment : 272
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 57

Instructional Programs

- ü Low class size
- ü Reggio Emilia Early Childhood approach
- ü Full-day kindergartens
- ü PACE Four-Year-Old Preschool Program
- ü MAPPS/CEMELA (Parent Math Involvement)
- ü LINKS
- ü Studio Artist/Early Childhood Specialist
- ü 21st Century Afterschool Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 40 minutes
First Day of School :	5/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

School is responsible for: Providing a safe, non-violent environment; teaching the Arizona Academic Standards; establishing a shared decision-making process; having high expectations for students; and communicating with parents.

Parents

Parents are responsible for: Sending students to school; having representation on the Site Council; participating in parent meetings; conferencing with teachers; supporting students with homework; advising the school of students' individual needs.

Transportation Policy

TUSD Board Policies and Procedures for transportation of students are followed by Ochoa School.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Certificate of Outstanding Community Service	2001
ü Recipient of the Rainwater Foundation	2001

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	41	4704	80010	100	99	99	432	443	447	15	11	10	22	20	18	56	54	53	7	14	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	16	2282	38935	100	99	99	434	444	447	13	9	9	19	20	19	63	57	55	6	14	17
Male	25	2422	40974	100	99	98	430	441	448	16	12	11	24	21	18	52	52	52	8	15	19
African American	--	311	4201	--	98	99	--	426	430	--	20	17	--	23	23	--	49	51	--	8	9
Hispanic	36	2729	34545	100	99	99	435	435	432	11	12	14	22	24	24	58	54	53	8	10	9
Asian/Pacific Islander	--	111	2068	--	97	99	--	472	474	--	5	4	--	12	10	--	54	50	--	29	36
American Indian/Alaskan Native	NC	182	3979	NC	97	96	NC	425	424	NC	15	17	NC	26	30	NC	54	47	NC	5	6
White	NC	1370	35142	NC	99	99	NC	462	465	NC	6	5	NC	12	11	NC	57	56	NC	26	28
Students with Disabilities	NC	594	10161	NC	94	93	NC	415	419	NC	30	28	NC	27	28	NC	37	36	NC	6	8
Students without Disabilities	35	4110	69849	100	100	100	432	446	451	11	8	7	23	19	17	60	57	56	6	16	19
Limited English Proficient Students	NC	739	14013	NC	98	97	NC	410	413	NC	27	24	NC	35	34	NC	35	39	NC	3	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	29	2469	39029	100	99	98	440	435	432	7	12	14	21	24	25	66	54	52	7	9	9
Non-Economically Disadvantaged	12	2235	40981	100	99	100	410	451	462	33	9	6	25	16	13	33	54	54	8	20	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	41	4701	79438	100	99	98	437	446	451	15	10	9	24	27	24	59	55	56	2	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	16	2284	38775	100	99	99	438	453	457	13	8	7	13	24	22	75	58	58	NA	11	13
Male	25	2417	40560	100	99	97	436	440	446	16	13	12	32	29	25	48	52	54	4	6	9
African American	--	311	4178	--	98	98	--	436	439	--	16	13	--	30	29	--	50	52	--	5	6
Hispanic	36	2723	34297	100	99	98	439	438	434	11	12	14	28	30	31	58	52	50	3	5	5
Asian/Pacific Islander	--	111	2063	--	97	99	--	474	475	--	4	3	--	14	15	--	65	63	--	17	20
American Indian/Alaskan Native	NC	186	3940	NC	99	95	NC	432	429	NC	14	14	NC	34	36	NC	49	47	NC	3	3
White	NC	1369	34887	NC	99	98	NC	465	471	NC	5	4	NC	18	15	NC	62	63	NC	15	18
Students with Disabilities	NC	585	9588	NC	93	88	NC	410	416	NC	30	30	NC	36	32	NC	32	34	NC	3	5
Students without Disabilities	35	4116	69850	100	100	100	438	451	456	11	8	7	26	25	23	63	58	59	NA	9	12
Limited English Proficient Students	NC	734	13856	NC	98	96	NC	403	407	NC	29	27	NC	44	43	NC	26	29	NC	0	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	29	2460	38685	100	98	97	447	437	435	7	12	14	24	30	32	66	53	50	3	4	5
Non-Economically Disadvantaged	12	2241	40753	100	99	99	412	456	467	33	8	5	25	23	16	42	57	62	NA	13	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	41	4706	79971	100	99	99	426	420	423	NA	7	8	49	43	41	51	48	49	NA	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	16	2287	38974	100	99	99	438	432	437	NA	5	5	31	36	33	69	57	57	NA	2	4
Male	25	2419	40895	100	99	98	418	408	410	NA	9	10	60	50	47	40	40	41	NA	1	2
African American	--	311	4203	--	98	99	--	407	411	--	12	11	--	45	45	--	42	43	--	1	2
Hispanic	36	2724	34481	100	99	99	426	416	410	NA	7	10	50	46	46	50	46	43	NA	1	1
Asian/Pacific Islander	--	113	2067	--	98	99	--	438	449	--	6	4	--	37	28	--	51	60	--	5	8
American Indian/Alaskan Native	NC	185	3995	NC	98	96	NC	414	409	NC	9	10	NC	43	47	NC	49	42	NC	NA	1
White	NC	1373	35150	NC	99	99	NC	430	437	NC	5	5	NC	38	35	NC	54	56	NC	3	5
Students with Disabilities	NC	604	10258	NC	96	94	NC	373	377	NC	22	23	NC	55	51	NC	23	25	NC	1	1
Students without Disabilities	35	4102	69713	100	99	100	427	426	429	NA	5	5	46	41	39	54	52	52	NA	2	3
Limited English Proficient Students	NC	741	13985	NC	99	97	NC	378	382	NC	19	18	NC	56	54	NC	25	27	NC	0	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	29	2467	38994	100	99	98	430	414	409	NA	8	10	41	47	47	59	45	41	NA	1	1
Non-Economically Disadvantaged	12	2239	40977	100	99	100	416	427	437	NA	6	5	67	39	34	33	53	56	NA	2	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	35	4554	80147	95	98	99	447	474	482	29	13	11	26	20	17	43	48	49	3	19	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	17	2200	39281	89	98	99	454	475	483	18	11	9	35	22	17	47	48	50	NA	19	24
Male	18	2352	40780	100	97	98	440	473	482	39	14	12	17	19	17	39	48	48	6	18	24
African American	--	314	4249	--	97	99	--	463	464	--	18	17	--	19	22	--	49	48	--	14	13
Hispanic	32	2529	33494	97	98	99	450	466	466	25	15	15	25	24	23	47	47	49	3	14	14
Asian/Pacific Islander	--	109	2103	--	99	99	--	508	515	--	7	4	--	6	8	--	49	44	--	39	45
American Indian/Alaskan Native	NC	219	4117	NC	95	96	NC	447	456	NC	25	19	NC	31	27	NC	37	46	NC	7	8
White	--	1383	36122	--	98	99	--	492	501	--	7	5	--	14	10	--	51	50	--	28	35
Students with Disabilities	NC	589	10295	NC	88	92	NC	439	443	NC	35	33	NC	26	26	NC	34	33	NC	6	8
Students without Disabilities	32	3965	69852	94	100	100	450	479	488	25	10	7	28	20	16	44	50	51	3	21	26
Limited English Proficient Students	10	669	12722	100	97	97	NA	439	441	NA	27	27	NA	35	33	NA	34	37	NA	3	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	27	2431	38371	93	97	97	446	464	465	30	16	15	22	24	23	44	47	49	4	13	13
Non-Economically Disadvantaged	NC	2123	41776	NC	98	100	NC	485	498	NC	9	6	NC	16	11	NC	49	49	NC	25	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	36	4563	79686	97	98	98	431	463	470	28	13	11	42	27	24	31	53	57	NA	6	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	18	2214	39163	95	99	99	436	468	475	17	10	9	44	25	22	39	57	60	NA	8	10
Male	18	2347	40438	100	97	97	426	457	465	39	16	13	39	30	25	22	49	54	NA	5	7
African American	--	318	4228	--	98	98	--	454	458	--	19	15	--	27	28	--	49	53	--	5	4
Hispanic	33	2525	33299	100	98	98	434	454	452	27	16	17	39	32	32	33	48	47	NA	4	3
Asian/Pacific Islander	--	109	2097	--	99	99	--	484	490	--	6	5	--	12	13	--	73	68	--	8	14
American Indian/Alaskan Native	NC	223	4087	NC	97	96	NC	445	446	NC	21	16	NC	35	38	NC	43	44	NC	2	2
White	--	1388	35914	--	99	98	--	482	489	--	6	5	--	19	15	--	63	67	--	12	14
Students with Disabilities	NC	593	9808	NC	88	87	NC	425	432	NC	37	35	NC	32	32	NC	28	30	NC	3	3
Students without Disabilities	33	3970	69878	97	100	100	435	468	475	21	9	8	45	27	23	33	57	61	NA	7	9
Limited English Proficient Students	10	666	12594	100	97	96	NA	420	422	NA	34	34	NA	47	45	NA	19	21	NA	0	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	28	2438	38095	97	98	97	435	452	452	21	17	17	46	32	32	32	48	48	NA	3	3
Non-Economically Disadvantaged	NC	2125	41591	NC	98	99	NC	475	486	NC	9	6	NC	23	16	NC	59	65	NC	10	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	35	4592	80372	95	99	99	458	474	475	9	4	4	34	31	30	57	64	64	NA	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	18	2219	39452	95	99	99	460	485	488	11	3	3	22	22	22	67	72	72	NA	2	3
Male	17	2371	40836	94	98	98	455	463	464	6	5	6	47	38	37	47	56	56	NA	1	1
African American	--	319	4264	--	98	99	--	459	465	--	8	5	--	33	35	--	57	59	--	2	1
Hispanic	32	2551	33608	97	99	99	459	469	462	9	5	6	34	33	36	56	61	57	NA	1	1
Asian/Pacific Islander	--	110	2098	--	100	99	--	487	500	--	3	2	--	19	16	--	76	75	--	2	7
American Indian/Alaskan Native	NC	224	4128	NC	97	97	NC	462	464	NC	5	4	NC	37	39	NC	58	56	NC	NA	1
White	--	1388	36213	--	99	99	--	486	489	--	2	2	--	26	22	--	69	72	--	3	3
Students with Disabilities	NC	628	10526	NC	93	94	NC	427	427	NC	14	15	NC	53	53	NC	32	31	NC	1	1
Students without Disabilities	32	3964	69846	94	100	100	466	480	482	3	3	3	34	27	26	63	69	69	NA	2	2
Limited English Proficient Students	10	674	12747	100	98	97	NA	426	432	NA	14	12	NA	51	52	NA	34	36	NA	0	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	27	2454	38521	93	98	98	458	463	461	7	6	6	37	35	38	56	59	55	NA	1	1
Non-Economically Disadvantaged	NC	2138	41851	NC	99	100	NC	485	489	NC	2	3	NC	26	22	NC	69	72	NC	3	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	39	4552	79306	100	98	99	456	496	504	44	16	13	28	23	20	26	47	49	3	15	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	20	2186	38845	100	98	99	461	496	505	35	14	11	30	24	20	35	49	50	NA	14	18
Male	19	2365	40383	100	97	98	451	496	504	53	18	14	26	22	19	16	45	47	5	15	19
African American	--	277	4171	--	99	98	--	484	485	--	21	20	--	24	26	--	46	44	--	9	10
Hispanic	35	2530	32673	100	98	99	458	485	487	43	19	18	29	27	25	26	45	46	3	9	10
Asian/Pacific Islander	--	131	2147	--	98	99	--	532	539	--	5	5	--	11	10	--	49	46	--	35	40
American Indian/Alaskan Native	NC	194	4034	NC	100	97	NC	469	479	NC	31	22	NC	27	29	NC	41	43	NC	2	7
White	NC	1420	36234	NC	97	99	NC	517	523	NC	8	6	NC	16	13	NC	51	52	NC	25	28
Students with Disabilities	NC	573	10286	NC	85	91	NC	456	462	NC	44	41	NC	29	27	NC	23	27	NC	3	5
Students without Disabilities	35	3979	69020	100	100	100	458	501	510	40	12	9	29	22	18	29	50	52	3	16	21
Limited English Proficient Students	11	593	10291	100	96	96	441	456	458	73	41	38	9	32	34	18	26	26	NA	1	2
Migrant Students	--	NC	630	--	NC	95	--	NC	478	--	NC	24	--	NC	27	--	NC	43	--	NC	6
Economically Disadvantaged	30	2380	37437	100	98	97	454	484	486	47	20	19	23	26	26	27	45	46	3	9	9
Non-Economically Disadvantaged	NC	2172	41869	NC	98	100	NC	508	521	NC	11	7	NC	18	14	NC	49	51	NC	21	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	39	4596	79000	100	99	98	453	483	489	23	11	10	49	28	24	28	54	58	NA	7	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	20	2204	38774	100	99	99	456	488	494	15	7	7	55	27	22	30	57	61	NA	8	10
Male	19	2391	40150	100	98	98	450	479	485	32	14	12	42	28	25	26	53	55	NA	6	8
African American	--	279	4153	--	99	98	--	477	476	--	15	13	--	25	30	--	53	53	--	7	4
Hispanic	35	2553	32508	100	99	98	456	473	472	20	13	15	49	34	33	31	49	49	NA	4	3
Asian/Pacific Islander	--	134	2142	--	100	99	--	503	510	--	3	4	--	21	14	--	63	67	--	13	16
American Indian/Alaskan Native	NC	195	4016	NC	100	96	NC	467	467	NC	13	14	NC	39	37	NC	46	46	NC	2	2
White	NC	1435	36135	NC	98	98	NC	503	508	NC	6	4	NC	17	14	NC	64	67	NC	13	15
Students with Disabilities	NC	617	9991	NC	91	88	NC	442	449	NC	38	33	NC	37	36	NC	24	29	NC	2	2
Students without Disabilities	35	3979	69009	100	100	100	458	489	495	17	7	6	51	26	22	31	59	62	NA	8	10
Limited English Proficient Students	11	604	10199	100	97	95	433	439	439	36	34	35	55	47	47	9	18	18	NA	0	0
Migrant Students	--	NC	629	--	NC	95	--	NC	457	--	NC	22	--	NC	41	--	NC	37	--	NC	1
Economically Disadvantaged	30	2403	37234	100	98	97	452	472	472	23	14	15	50	34	33	27	49	50	NA	3	3
Non-Economically Disadvantaged	NC	2193	41766	NC	99	99	NC	495	505	NC	8	5	NC	21	16	NC	60	65	NC	11	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	39	4607	79611	100	99	99	483	500	496	8	5	7	49	36	37	44	58	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	20	2206	39016	100	99	99	494	514	511	NA	3	4	50	26	29	50	70	66	NA	1	1
Male	19	2400	40519	100	99	98	472	488	482	16	7	10	47	44	44	37	48	46	NA	0	0
African American	--	279	4188	--	99	98	--	495	486	--	6	9	--	42	40	--	51	50	--	0	0
Hispanic	35	2557	32855	100	99	99	487	495	481	6	6	10	49	39	43	46	55	47	NA	0	0
Asian/Pacific Islander	--	134	2149	--	100	100	--	524	519	--	2	4	--	28	24	--	69	70	--	1	2
American Indian/Alaskan Native	NC	192	3992	NC	99	96	NC	489	478	NC	5	10	NC	45	46	NC	49	44	NC	1	0
White	NC	1445	36380	NC	99	99	NC	510	511	NC	4	4	NC	29	30	NC	66	65	NC	1	1
Students with Disabilities	NC	643	10664	NC	95	94	NC	442	440	NC	20	23	NC	57	54	NC	22	22	NC	1	1
Students without Disabilities	35	3964	68947	100	100	100	487	509	504	6	3	4	49	32	34	46	64	61	NA	0	1
Limited English Proficient Students	11	609	10362	100	98	97	452	448	438	18	17	22	55	58	57	27	25	21	NA	NA	NA
Migrant Students	--	NC	636	--	NC	96	--	NC	467	--	NC	14	--	NC	47	--	NC	38	--	NC	0
Economically Disadvantaged	30	2415	37626	100	99	98	480	492	479	10	6	10	47	41	45	43	52	45	NA	0	0
Non-Economically Disadvantaged	NC	2192	41985	NC	99	100	NC	510	511	NC	4	4	NC	30	30	NC	65	65	NC	1	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	4286	79327	--	94	98	--	500	518	--	28	19	--	24	20	--	39	46	--	9	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	2076	38961	--	95	98	--	501	520	--	25	16	--	26	20	--	40	48	--	9	16
Male	--	2208	40295	--	94	97	--	499	516	--	31	21	--	22	19	--	38	44	--	10	16
African American	--	300	4247	--	95	98	--	484	499	--	38	27	--	25	24	--	34	41	--	4	8
Hispanic	--	2354	32327	--	93	98	--	488	499	--	34	27	--	27	25	--	35	41	--	5	8
Asian/Pacific Islander	--	106	1939	--	98	99	--	544	556	--	11	6	--	11	10	--	49	47	--	28	36
American Indian/Alaskan Native	--	195	4391	--	97	96	--	477	489	--	41	32	--	29	27	--	29	36	--	2	4
White	--	1331	36373	--	95	98	--	524	538	--	15	10	--	19	14	--	48	52	--	19	25
Students with Disabilities	--	539	9321	--	79	87	--	457	467	--	61	54	--	22	22	--	15	21	--	1	3
Students without Disabilities	--	3747	70006	--	97	100	--	505	524	--	23	14	--	24	19	--	42	49	--	11	18
Limited English Proficient Students	--	483	9431	--	88	95	--	454	466	--	66	53	--	23	27	--	10	18	--	1	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	--	2195	37097	--	94	97	--	487	498	--	35	27	--	26	25	--	34	41	--	5	7
Non-Economically Disadvantaged	--	2091	42230	--	95	99	--	512	535	--	20	11	--	22	15	--	44	50	--	14	24

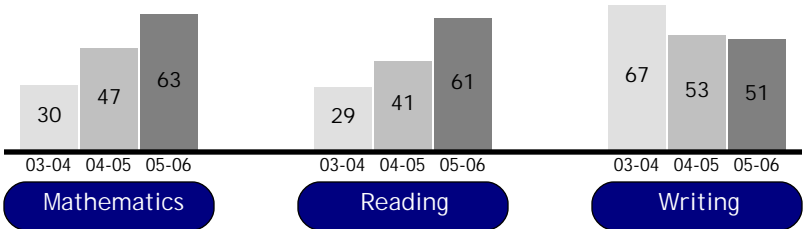
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	4423	79501	--	97	98	--	485	497	--	15	10	--	31	25	--	52	60	--	2	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	2144	39062	--	98	99	--	490	502	--	11	8	--	30	23	--	56	64	--	3	5
Male	--	2277	40368	--	97	98	--	480	491	--	18	13	--	31	27	--	49	57	--	2	3
African American	--	309	4279	--	97	99	--	475	485	--	20	14	--	32	30	--	47	54	--	1	2
Hispanic	--	2452	32389	--	97	98	--	474	478	--	19	16	--	36	34	--	45	48	--	1	1
Asian/Pacific Islander	--	107	1936	--	99	99	--	512	519	--	3	3	--	21	14	--	67	73	--	8	9
American Indian/Alaskan Native	--	195	4401	--	97	96	--	469	473	--	21	17	--	41	40	--	38	43	--	1	1
White	--	1360	36446	--	97	99	--	506	516	--	7	4	--	21	15	--	68	73	--	5	7
Students with Disabilities	--	601	9411	--	88	88	--	443	453	--	41	36	--	40	36	--	19	26	--	1	1
Students without Disabilities	--	3822	70090	--	99	100	--	491	502	--	11	7	--	29	24	--	58	65	--	3	5
Limited English Proficient Students	--	513	9401	--	94	94	--	434	443	--	51	40	--	39	46	--	10	14	--	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	--	2266	37183	--	97	97	--	473	479	--	19	16	--	36	34	--	44	49	--	1	1
Non-Economically Disadvantaged	--	2157	42318	--	98	99	--	497	513	--	10	5	--	25	17	--	61	70	--	4	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	4464	80000	--	98	99	--	560	564	--	3	3	--	11	11	--	80	75	--	6	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	2164	39288	--	99	99	--	574	579	--	2	2	--	6	6	--	83	77	--	9	16
Male	--	2297	40644	--	98	98	--	546	549	--	4	4	--	16	15	--	77	74	--	3	7
African American	--	315	4307	--	99	99	--	539	551	--	8	4	--	13	13	--	74	75	--	4	7
Hispanic	--	2475	32672	--	98	99	--	553	548	--	3	4	--	13	14	--	81	76	--	4	6
Asian/Pacific Islander	--	106	1945	--	98	99	--	596	592	--	1	1	--	4	4	--	70	69	--	25	25
American Indian/Alaskan Native	--	197	4424	--	98	97	--	551	549	--	3	3	--	15	14	--	79	77	--	3	5
White	--	1370	36602	--	98	99	--	575	579	--	2	2	--	7	7	--	80	75	--	11	16
Students with Disabilities	--	640	9919	--	93	93	--	504	505	--	10	9	--	34	35	--	55	54	--	1	2
Students without Disabilities	--	3824	70081	--	99	100	--	568	571	--	2	2	--	7	7	--	84	79	--	7	12
Limited English Proficient Students	--	524	9571	--	96	96	--	498	502	--	11	10	--	31	29	--	57	60	--	0	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	--	2296	37534	--	98	98	--	548	547	--	4	4	--	14	15	--	78	76	--	4	5
Non-Economically Disadvantaged	--	2168	42466	--	98	100	--	572	578	--	2	2	--	8	7	--	82	75	--	9	16

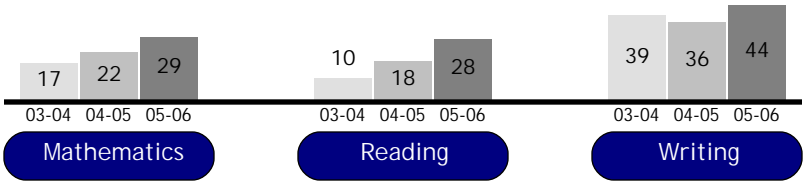
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	95	30	NA	58	100	33	43	47	62	48	44	46
	Language	97	29	45	50	100	30	42	47	62	37	44	48
	Mathematics	95	45	56	64	100	35	48	50	62	48	50	52
3	Reading	95	20	NA	55	100	25	41	44	100	34	43	46
	Language	95	25	56	61	100	26	40	44	100	30	43	46
	Mathematics	95	22	53	61	100	32	47	51	100	32	48	52
4	Reading	96	9	NA	56	95	26	43	48	97	22	46	52
	Language	98	15	45	52	95	27	44	49	97	24	48	52
	Mathematics	98	9	50	61	95	24	48	53	97	30	52	58
5	Reading	100	14	NA	55	100	21	46	50	100	24	50	56
	Language	100	18	41	49	100	24	46	50	100	24	50	54
	Mathematics	100	23	53	63	100	22	45	49	100	22	48	52
6	Reading	--	--	NA	56	--	--	44	51	--	--	46	56
	Language	--	--	38	48	--	--	41	47	--	--	41	50
	Mathematics	--	--	52	66	--	--	44	52	--	--	44	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Ochoa Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Staffing
- Ü Discipline
- Ü Scheduling
- Ü Instruction/Curriculum
- Ü Finance
- Ü Attendance

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	12.00
Other Professional Staff	6.60	Teacher Aide	5.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	1	0	0	0
4 to 6 years	2	1	0	0
7 to 9 years	0	4	0	0
10 or more years	8	9	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	12
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü School Library
- Ü Documentation Studio
- Ü Garden

Extracurricular Activities

- Ü 21st Century After School Program
- Ü Orchestra (Grades 4-5)
- Ü Student Council
- Ü Basketball Team
- Ü Math Club

Social Services

- Ü School Counselor
- Ü Community Representative
- Ü John Valenzuela Youth Center
- Ü South Tucson Fire Department
- Ü LINKS

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Implementation of PDCA Model as part of STAAR process which includes the development of an Instructional Calendar for School Year 2005-06.
- ü The school provides Fine Arts instruction for grades 4 & 5 as part of the OMA (Opening the Mind through the Arts) Program.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Promotion Rate ⁵	95	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Ochoa's school climate promotes community building within the classroom. Students practice social skills such as problem-solving. Our school incorporates Life Skills to help students learn attributes that help them become lifelong learners. As part of our LINKS program, we have schoolwide expectations for positive behavior. Positive student behavior is acknowledged in classes, assemblies and every area of school.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

3

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Jane Fitzgerald	(520) 225-2400
Transportation Policy	Bill Ball	(520) 225-4800
Community Resources	Chuck Peralta	(520) 225-2400
School Nutrition Programs	Cecilia Lopez	(520) 225-2400
Parent Organization	Chuck Peralta	(520) 225-2400
Student Health/Nurse	Eileen Vasko	(520) 225-2400

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.